DOCUMENT RESUME

ED 395 456 FL 023 765

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TITLE Interactive Exchanges: American and International Students at an IEP.
PUB DATE 29 Mar 96
NOTE 22p.; Paper presented at Teacher of English to Speakers of Other Languages (Chicago, IL, March 26-30, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cultural Exchange; *English (Second Language); Exchange Programs; Folk Culture; *Foreign Students; Group Dynamics; Higher Education; High School Students; *Intercultural Communication; Interpersonal Relationship; North American Culture; Peer Groups; Program Descriptions; Second Language Learning; *Social Integration
IDENTIFIERS *Eastern Kentucky University

ABSTRACT

This paper describes an interactive exchange program used at Eastern Kentucky University that involves face-to-face interaction between international, non-native English speakers and native English speakers in (1) social work classes at the university, (2) a nursing home, (3) an alternative school, and (4) a local high school. In the social work classes, foreign students were very comfortable and there was considerable interaction among the two groups of students. In the nursing home visits, some international students increased their fluency by speaking with the senior citizens. Class discussions after the visit provided opportunities for students to discuss their feelings about American nursing homes and meeting older Americans. The alternative middle school for at-risk students specialized in traditional Appalachian folk culture, giving the international students exposure to the folk culture in addition to English. At the high school, international students were paired with social studies students who expressed an interest in the international student's country. Each exchange was considered successful and offered a rewarding challenge to the international students as well as to the American students and senior citizens. Comments from both international and American students about the exchanges, a cultural assignment, and newspaper clippings about the interaction program are appended. A videotape of actual interactions accompanied the presentation but is not available here. (NAV)

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Interactive Exchanges: American and International Students at an IEP

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Interactive Exchanges: American and International Students at an IEP

I am Joy Allamēh, the Director of the EKU English Language Instruction Program (EELI), an Intensive English Program (IEP) that will be five years old this June. With me are three of the five full-time teachers, Rhonda Johnson, Linda Schadt, and Loraine Todd.

Our students attend classes Monday through Thursday twenty weekly hours with cultural excursions five Fridays each seven-week session. With the four interactive exchanges we discuss today, we have met some of the expectations of our IEP students to speak with and to listen to native speakers of English. We believe (like Krashen) that the best language learning takes place with zero levels of anxiety and that (like H. Douglas Brown) the greater the ESL learners' respect for Americans, the faster their fluency develops. Especially as newcomers to the language and to a community, they may lack opportunities for such encounters. Incorporating cultural excursions and ethnographic research in these carefully planned interactive exchanges between these students and Americans enhances linguistic understanding and appreciation by both. This contact informed by meaningful interaction affects not only cultural familiarity but linguistic fluency and influences a more confident risk-taking language learner. If the best language-learning situation exists with no anxiety and if culture and language are so blended that they cannot be separated, these kinds of meaningful interactions provide the best possibility for rapid language acquisition. We certainly see language as a social activity and as whole language with no separation of language aspects.

Please refer to the handout and later read on page two some of the EELI student comments about exchanges and on page four some comments by American students from the social work classes at Eastern Kentucky University. We will observe the order in the handout of

Roman numerals I through IV (EKU/Social Work Classes, Kenwood Nursing Home, Estill County Alternative School, and Madison Southern High School) as we show the video and discuss the exchanges. Loraine, Linda, and Rhonda will each introduce I, III, and IV. I will introduce II.

I. Eastern Kentucky University (EKU) Social Work Classes

The first set of exchanges you will see is with EKU students from the 300-level Social Work classes. Their instructor, Dr. Rob Welch, is seen here with one of the pairs of students seated on a gymnasium floor - one of the informal locations chosen to help students feel comfortable and unthreatened. As the students interact, instructors allow them space and only join groups if there seems to be a problem getting started or to check how things are going. Even though they may not have known exactly what to expect, the American students usually relax first and get comfortable, even taking off their shoes and making our students feel more relaxed.

Dr. Welch 's extensive cross-cultural experience and his interest in ESL students made him an excellent contact person for setting up exchanges which have become a regular part of his Social Work class requirements. EELI meets with this class each spring semester at least once; however, we have met with a class twice in a semester for a follow-up assignment.

Observe in the video how very comfortable the students appear and the abundant interaction replete with gestures. Frequently during these conversations, phone numbers are exchanged; American students have invited our students to be guests in their homes on holidays. As Dr. Allameh has already noted, here real social interaction is occurring at many different levels of communication. Our students' reactions to these exchanges as well as those with the high

school groups you will hear about later can be found on page two of the handout.

Dr. Welch gives his students an orientation for the exchange by discussing the cultural challenges our Second Language/Second Culture students face. Page three of the handout is a copy of a typical assignment the American students might receive, and you can see that the goals focus on such things as widening their "understanding of the impact of culture . . . cultural differences . . . the importance of language." You can also note some of the information they might elicit from our students and the general purpose of the assignment. Page four of the handout contains comments of American students that were taken from those assigned essays. They share their nervousness before and their excitement after the exchange. Dr. Welch's students have told him that this exchange is the best thing they have ever done at the university.

Because the number of students is usually uneven, it is not always possible to have pairs working together. The group may include several Americans and one international, but the groups are purposely kept small for the best interaction possible and for the students not to feel overwhelmed. Prior to the exchange, the American students are randomly given a card with the name, country, language and sex of one of our students. Upon their arrival at the meeting place, students are introduced to their partner(s), the groups are formed, and they are allowed to get themselves settled as they wish. There may be some effort at matching if the American student has some particular interest, but most matching is done randomly.

Our students are given an orientation to this exchange by talking about the American students, the type of class, the kinds of questions they might be asked about themselves, their culture, and any difficulties and/or surprises they have experienced with the U.S. culture. They are reminded that in this context they will be the authorities, the experts, teaching and sharing with American students who may not know much about their culture or the cross-cultural

experience or Second Language learning and that the Americans may be more nervous than they are.

Exchanges with Dr. Welch's students are two hours long, usually held around mid day. Our program orders in pizza and drinks. Dietary restrictions must be taken into consideration in ordering the food. Eating arrangements are informal as you can see on the video, and by the time the pizza has arrived, the students are ready to eat. Moving around gives everyone a break, but conversations and interviews continue. Eating does seem to help everyone relax.

Another exchange with Dr. Welch's students was held in the morning at the main cafeteria with donuts and coffee. Conversations were a bit more subdued at this location, but there was still plenty of laughter with relaxed chatter. This was a second exchange within a semester with a follow-up assignment for the Social Work students.

Matching up the same students for a second interview can create problems if the language student has not continued in the program or has graduated or when there are absences, so changes may have to be made on the spot, but that can be done quite easily and results in even more interaction. Sometimes, there are latecomers who must be hooked up with their partners but that situation encourages conversation as they look for their group. One student's comment that maybe his American partner was not there illustrates some of the anticipation and anxiety that our students have shown at times before they actually begin.

This last exchange with the Social Work students was at the dance studio, and again the space and informality resulted in a lot of productive conversation. However, there are times of utter silence, especially for the lower-level student who must use single-word responses. This requires a lot of effort and concentration on both sides, but afterwards, the students report a sense of accomplishment and success. Then, there are those pairs that seem to have been matched

perfectly; their expressions and body language tell the story.

II. Kenwood Nursing Home

The Nursing Home Staff represent community contacts for EELI (we are also trying to arrange an exchange with Meals on Wheels with our students helping to deliver). International students often enjoy getting to know older English speakers, and some have increased their fluency by talking with and investing time with them. The Staff arranged that our students serve punch to the residents and talk with them after the dancing and singing. We appreciated how our students got down on eye level with those in wheelchairs as they served them. Our students were very moved- some to tears- by the experience; some wanted to find out birthdays to send the residents cards and follow up with more visits. In class discussions/ conversations later the next week, they showed how appalled they felt that American old people are in nursing homes. Because most international students are very close to their older relatives in home countries, they did enjoy meeting older Americans. Also, they are eager to speak with children, so elementary school-age children are next on our agenda for interaction.

III. Estill County Alternative School

The purpose of any exchange is to bring together people so that there may be a sharing of ideas and cultures. This premise is achieved by creating an enriching, comfortable environment where two groups of people may interact, share, laugh, play and learn.

Exchanges with international students can take on many different faces. As you heard in the first two examples, exchanges can be peer-oriented as the interaction was between our

international students at the university and their American counterparts. Exchanges can also be socially oriented as you saw with the elderly Kenwood Nursing Home. The next example that you see now on the video involves students from Estill County, Kentucky.

Estill County, located in rural Southeast Kentucky, is a small mountain community with a wealth of traditional Appalachian folk culture. Traditional Appalachian folk culture is known for its distinct music of fiddles and banjos, its regional foods such as cornbread, beans, and barbecue, and for traditional dances such as clogging, square dancing, and country line dancing. In addition, arts and woodworking craft are handed down from generation to generation.

The goal of this exchange was to expose international students to the charming, country traditions that play so much a part of the geographical identity of their college surroundings. In turn, Estill County students had the enriching experience of being exposed to individuals from a variety of foreign cultures, quite frankly, cultures and people they may not have been exposed to otherwise.

The Alternative School of Estill County, Kentucky is an innovative educational program for at risk middle school students. These students may be in danger of dropping out of school or may have had behavioral or academic difficulties in a typical classroom. The school provides one-on-one tutoring and mentoring and uses lots of positive reinforcement to build and improve self-esteem. Students are involved in many hands-on school and community projects such as: designing and building a park, planting gardens, visiting nursing homes, and participating in multi-cultural exchanges.

When looking for exchange partners, be open-minded because the environment created is so unique that even those thought to be "difficult partnerships" can emerge productive and enriched.

IV. Madison Southern High School

EELI has had several exchanges with Madison Southern High School students. The high school students are juniors and seniors taking a social studies class. Each exchange has been a successful experience that required a great deal of preparation on both sides.

In preparation for our meetings with these students, Dr. Allameh goes to their school and gives them an orientation about our program and our students. She gives their teacher, Todd Moberly, a list of our students' names and nationalities. Mr. Moberly then matches his students with ours according to their interest in learning about a particular country. The American students study about our students' countries for weeks prior to meeting the EELI students.

When preparing for the high school students to come to our school, we first form committees made up of EELI students from all levels and a teacher. We have committees for menu selection, shopping, cooking, decorating, entertainment, and cleaning. In general, each student serves on two committees at the same time, and we let the students work in the area that interests them the most. A portion of each class for two weeks prior to the first exchange is dedicated to making plans for the meeting's events.

We try to prepare our students for the behavior of the young Americans. Our students' ages range from 16-60, but the average age is about 21, and the high school students are about 17 years old. The EELI students are sometimes surprised by the American students' chatter, makeup, and clothing, but they are always very happy to have the experience.

A typical meeting with these students at our school consists of donuts and casual chatting, dance lessons given by the university dance instructor, lunch made up of international foods that the EELI students prepared, an entertainment program, a scavenger hunt on campus, and assigned interviews. The EELI students always enjoy showing the high school students around campus and

teaching them about their cultures and traditional dances, etc. The international students are the experts, and that experience gives them a great deal of self-confidence.

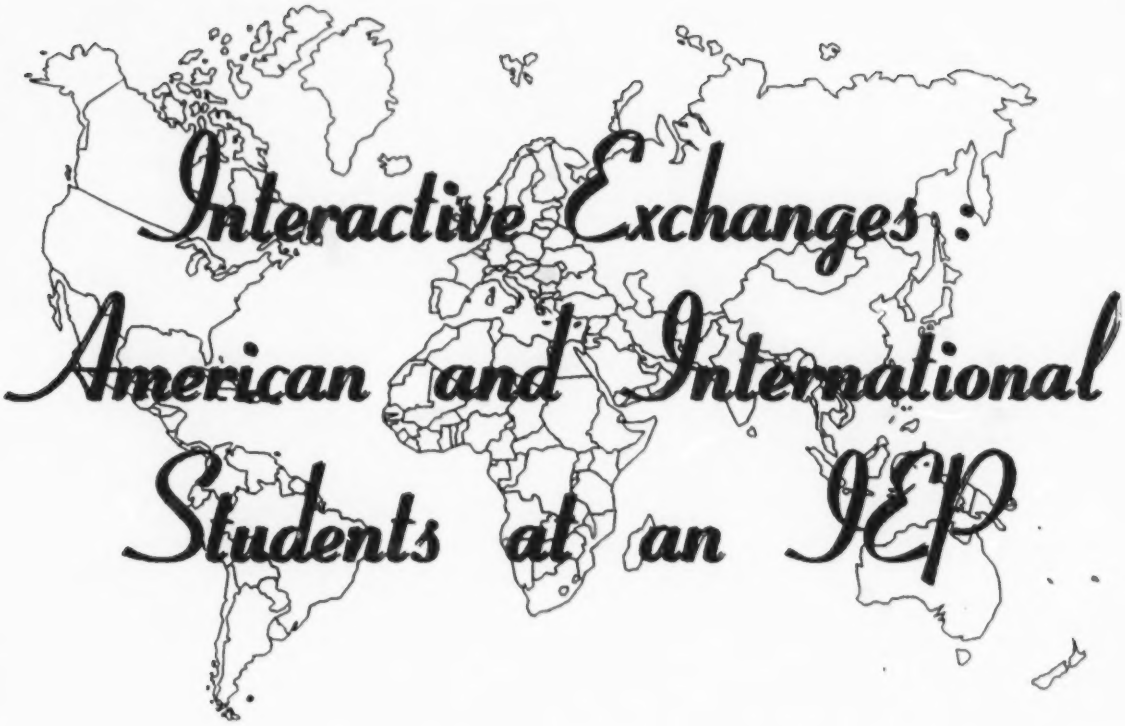
Before we have an exchange at their high school, EELI instructors preview the schedule of events for that day. We then teach our students vocabulary related to the events that they will experience in the high school students' town. Their town is in Berea, which is the craft capital of Kentucky, so pertinent vocabulary includes words such as dulcimer, weavers, and corn husk dolls. We also cover food vocabulary such as hush puppies, dumpling, soup beans, and cornbread.

A typical day in their town consists of donuts, touring craft shops, eating traditional southern food, entertainment, and assigned interviews that take place at a scenic cottage in the country.

Every exchange with the Madison Southern High School students has been a success. The EELI students take great pride in sharing their cultures with the Americans, and the American students are eager to learn. The experience is always so positive that phone numbers are exchanged, and the EELI students receive invitations to holiday dinners and weekends with American families. Of course, with the zero level anxiety that the exchanges provide, friendships are bound to form.

Closing

We hope we have exposed you to some ideas you can take back home with you to use in your programs. We are all into communication, so the ending song "A Smile on Your Face" defines the magical communication style we think we have experienced with these interactions in living English outside the classroom walls.



Interactive Exchanges: American and International Students at an IEP

March 29, 1996

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Interactive Exchanges: American and International Students at an IEP

I. Eastern Kentucky University (EKU) Social Work Classes

II. Kenwood Nursing Home

III. Estill County Alternative School

IV. Madison Southern High School

EKU English Language Instruction Program (EELI)

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with grateful acknowledgment for the handout preparation by Annabelle Jarry from Paris, France and Mei-Yeh Wu from Taiwan, former EELI students

EELI Student Comments about Exchanges

"I like in Friday trips when meet American people and each student have a partner"

"I like the Friday trips because we can improve our English. We not only know our classmates. One of the Friday trips we went to Berea, we can talk to American students. That's very good for us."

"It's learning English with a lot of fun."

"In this exchange I had a lot of fun because I could talk with different people and I could learn some behavior of American students and talked with some teachers about the customs in my country and their country, too."

"Last Friday I met high school students with EELI students and teachers at the Weaver Building. We took lessons in American traditional dancing. It's not easy to me, especially with that dancing. We turned round and round. After a while, we gathered together to the center; at that time people gave a shout of triumph. It was very interesting. I feel that we are united . . . It was great day."

"I could have very fun time with American high school students. We could share our cultures with each other through some performances or conversation. When they left for their high school, we promised to contact with each other again."

"This day, I could have a good time. I wish to have such a great opportunity again. I want to share my culture and feelings through fun conversation again. This was amazing very much."

"First we was dancing together a kind of country music. It's fun because we make a long line and walk or run following each other. It was fun when see all EELI student, high school student and all teachers shake hands each other and dancing and everything."

"The last Friday was fun because we met high school students and to make friends with them and dance together. Also it's a good chance for us to give information about our country. Thanks EELI to give us this chance."

"I wanted to explain about difficulty studying a second language to American high school students. Although I wouldn't explain because I didn't speak English well. If I can speak English well, they can understand about difficulty studying second language. This problem is important for me. Dancing was very fun for me, but I didn't do the dance step. It's so difficult."

"These are great chances to meet native Americans."

"I could talk to many people. I like it."

"We have a fun with Americans."
"I learned a lot of things with regards to the language, how America is, and to spend some time with Americans."

"We can learn more American culture."

"I enjoy to be with Americans."

"It's a good time to understand America (Kentucky), Americans, and American culture. It's good time to talk to other people in English "

"With the high school students it was so noisy."

"We EELI students introduced them our countries. I performed Origami, and left some of the students try Origami. They were little confused but they all did good job. I 'm glad they enjoyed Origami."

SWK 335 **Spring 1996**
Rob Welch

CULTURAL ASSIGNMENT: EELI CONTACT

The purpose of this assignment involves both your learning goals and those of a "partner" from Eastern Kentucky's Language Program. That program is designed to assist nonnative speakers of English to develop abilities to use English sufficient to meet their life goals and needs. Additionally, since language and the culture in which it is used are inseparable, the Program places some considerable emphasis on helping students negotiate actual interaction as it occurs within practice in using the language in a real life situation with a real American (you).

The focus of your learning goals for this assignment is to deepen your understanding of the impact of culture on human behavior; increase your sensibility to cultural difference; examine the importance of language as a vehicle of communication; and enhance your awareness of yourself as a product of a particular culture. These goals will be accomplished through "pairing" students from the SWK 335 class with an English language learner for informal conversation. Your general goal for this contact is to "get to know" your partner and allow them to get to know you.

In your write-up of the experience, please structure a typewritten submission along the following topical lines:

1) A physical description and biographic sketch of your "partner" focusing on the "four determinants."

2) A discussion of the "difficulties" and "surprises" your partner has experienced as a foreigner to American culture.

3) A discussion of the "difficulties" and "surprises" you would likely experienced if you were to live in their culture of origin.

4) The new awareness, about culture and yourself as a cultural product, that two and three preceding have given you.

5) An evaluation of your partner's proficiency in the use of the English language; adjustment to American culture; and suggestion of criteria by which your partner's progress as a language and culture learner might be evaluated and strengthened.

6) An appraisal of the communication and communication difficulties of the contact.

7) An evaluation of the learning value of the experience.

Your paper will be submitted as a portion of the first examination and will have a value of twenty-five points. It will be evaluated on the basis of the completeness of coverage of the topical outline as well as your use of the English language.
Note: On the February 22 class session report to the Case Office Annex lobby at 12:00 for a two-hour session.

******Time will be devoted in the lecture preceding the contact to more fully explore the difficulties typically experienced by second language speakers in a new culture.*

American Student Comments from the 300-level Social Work Classes

" I feel this was a good learning experience and helped me to learn a lot about Kuwait, which I knew nothing about. Getting to know people who are different removes a lot of the prejudices of our American culture and is the first step in tearing down barriers between people. "

"The learning value of the discussion with Mohammed was invaluable. Through this experience I have learned more about the control government has upon culture. Not only government, but religious ethics as well. This experience enhanced my believing that people are people, no matter where they are from. I also learned the difficulties that are experienced when two people from different cultures interact. Not only language barriers, but beliefs too. I also learned that with the great diversity that occurs in the U.S. that social work will be challenging at times, but will also have the rewards of learning about different people from all aspects of life. "

"I now realize for the first time that all the ideas and concepts that I have learned about other cultures are not just stories but actual facts. I think that even though we have talked about cultural differences in some of my classes, I never really stopped to realize that what I was learning is going on in the present. All this time, in my mind, these other cultures seemed ancient or in the past. It's hard to believe that women are expected to be covered from head to toe in public. Ali joked about this when he told me a story about taking his wife camping. Their friends were sunbathing and his wife wanted to join in so she partially uncovered her face."

"This experience was very rewarding to me because it gave me a chance to experience a different culture first hand. It gave me the opportunity to see how he felt because I was having the same problems communicating with him. The awareness of someone else's customs and values reminded me of how different the world truly is in a global sense.

Finally, what I have learned the most from this experience is that the world has a lot to offer you. You can experience someone else culture through an international exchange student, even if he or she doesn't speak good English. Furthermore, it gives you a clear picture of what the immigrants went through when they came to America.

In addition, after talking with Okuhara, I would love to visit his country and learn how others do things. The American way is not the only way to do things. Our way is not always better! Understanding the other person, the other culture, and being able to speak their language plays an important part in seeing and experiencing another's culture. I am glad that I was given this opportunity because you cannot always afford to go to someone else country 's to live their culture. Culture is different, life is different, and that is what makes life so very special."

" We talked about the cultural mixers that are held on campus, he went once but didn't stay long because very few people go. He helped me become aware that I overlook people that I seem to have nothing in common with. I didn't understand what was involved in teaching these students to understand our language. I can admire anyone that can learn our language in just one or two years, that I will be able to carry on an interesting conversation with them. I pictured Salah and myself using our hands, a dictionary, or just speaking one word at a time. I was amazed! His accent was excellent, sentence structure almost perfect. He stalled only about three times, searching for a word he wanted to use.

I have never visited another country, and never really had a desire to, until this semester at college. Now I believe I would like to travel some day. My youngest son should graduate from high school the same time I graduate from Eastern, and now I feel like I can have a choice of going somewhere else to work besides close to my hometown. After talking with Salah I realized there was no hesitation, no shyness for me, I actually looked forward to the interaction with a student from another culture. I'm glad of the learning experience it gave me. I told Salah that I had two years of the Spanish language while in high school but my mind's blank to it now. The experience made me realize how important learning a second language could be for our children when starting school. It wouldn't be a bad idea for adults, either.

When I think of race, I think of black and white. With deeper thinking I remember the Japanese, Chinese, and Indian, but the other races, like the Arabs, never enter my mind. I believe this experience will stay with my mind for a long time. I notice that when I go shopping in Richmond that I usually see at least one family from a totally different culture and language than my own. I now realize that I may be working with families of another race in the near future. Our nation has become a nation of diversity in race, culture, and language. I knew this but I had not realized that extent until I entered this class, and even more so, after meeting Salah and his friends. I realized the world is not such a big place after all."

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Preparation for Cultural Exchanges
EKU/Estill County

I. Study prior to visits to increase knowledge and understanding of guests and their culture.

A. Guest speaker (s)
1. Representatives from each program and /or other speakers
a. History and geography of culture (s)
b. Understanding difficulties students face
c. Common misconceptions about culture (s)
d. Cultural highlights
1. Currency
2. Foods
3. Occupations and hobbies

B. Tapes and special materials
1. History and geography of culture (s)
2. Understanding difficulties guests/students face
3. Common misconceptions about culture (s)
a. Currency
b. Foods
c. Occupations
d. Hobbies

II. Planning for the cultural exchange

A. Hosting the exchange
1. Date
a. Estill County - October 30
b. Eastern Kentucky University - November 13
2. Location
a. Estill County
b. Eastern Kentucky University
3. Program
4. Refreshments
5. Duties of a host

B. Preparing to be a cultural exchange guest
1. Guest behavior
2. Duties of a guest
3. Openness to new experience

INTERNATIONAL STUDENT'S NATIVE LANDS:

Guatemala	Taiwan
Puerto Rico	Hong Kong
Japan	Saudi Arabia
Korea	Kuwait

EKU / ESTILL County
Multi - Cultural Exchange

Welcoming Remarks:

Joy Allameh, Eastern English Language Institute
Nancy Thames, Project Destination Graduation

Master of Ceremonies:

Mohammed Omer Khan, wearing traditional Pakistani dress, the Shalwar Kameez

Student Presentations:

Chie Tazawa - Japanese music on the piano
Yoshiya Kuba - Japanese festivals
Atsuko Matsushima and Konomi Kaji - Japanese kimonos.
Saikou Njai - traditional ceremonial "Haftan" from The Gambia
Nasim Malik - Traditional Pakistani dress
Mohammed Alkhatib - Saudi Arabia
Raquel Brana - Puerto Rican life
Sun-A Kim - Korean life
Janet Wei - education in Taiwan
Ak Sudasna - religion and clothing ("fishing pants") in Thailand

Artifacts from Home:

Ruth Yanes.....Guatemala
Chiaki Nakayama.....Japan
Janet Wei.....Taped music from Taiwan
Bader Al-Otaibi.....Taped music from Saudi Arabia
Ruth Yanes.....Taped music from Guatemala
Moh AlNuwaiser.....Saudi Arabia

Friday, November 13, 1992
Baptist Student Union
EKU

Exchange students home away from home / Page B1

The Richmond Register

Richmond, KY - Home of Eastern Kentucky University SATURDAY, NOVEMBER 14, 1992 Vol. 101 No. 270 18 Pages Price 50c

Exchange students get to talk turkey at EKU luncheon

The Register/ Mike Tanner

Manjiri Arole, a 17-year-old Eastern Kentucky University student from India, performs a dance from her native land during a luncheon Friday at the Mule Barn at Arlington.

by RANDY PATRICK
Register Staff Writer

Tortillas and turkey, cookies and curry were part of the fare enjoyed by students and their guests at an unusual Thanksgiving dinner yesterday.

The dinner at Arlington was part of a day-long cultural exchange hosted by Eastern's English Language Institute for Estill County's Destination Graduation students.

Asian, Latin American and Middle Eastern students and their instructors prepared the meal for their guests. It was the second time the two groups had gotten together. On Oct. 30, the Estill group hosted the foreign students for a similar dinner.

Joy Allameh, who directs the English language program, said yesterday that the exchange has been beneficial to both groups.

"We decided that the Appalachian culture and the international variety of cultures should experience this exchange," she said.

When the foreign students went to Estill County, the bonding was immediate, she said.

"We feel that some permanent relationships came out of that," she said.

Haruki Amano, from Japan, said he enjoyed getting to know the Estill County students.

"They were very friendly," he said. "We taught each other things, like basketball."

Terry Barnes, 15, said he found he had more in common with the foreign students tha he thought he would.

"When you meet people fro other countries, you thin they're different, but they' not," he said. "(Theirs) is ju another way."

Kristie Tipton, 17, said sh liked the differences betwee her and the internationa students.

"It's very interesting talkin with them," she said.

Raquel Brana, a 19-year-ol Puerto Rican, said she foun North American culture inter esting, too.

"It's a different style of life – different food, music, every thing. I like it," she said.

Following the meal, student performed songs and dance from their homelands for th entertainment of their guests.

Sam Dick, an anchor fo WKYT-TV in Lexington, was th guest speaker for the event. H talked about his visit to Mexic City in 1985, when an earth quake devastated the capital.

Seeing volunteers from sev eral countries work together t rescue newborn babies an others from a maternity hospi tal showed him how much diffe rent peoples have in common he said.

Dick told the students on way they can improve thei chances of getting to travel t other lands and experience other cultures is to finish thei educations.

"Get your high school dip loma, get your college degree, and do it," he urged. "You can do it if you want to."

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Forward
Happenings

Estill County Hosts International Students

September 10 found Estill County Alternative School students hosting a special day filled with Appalachian history, songs and stories for guests from all over the world. Sponsored by Destination Graduation at Eastern Kentucky University, the Estill County Alternative School and Destination Graduation/EKU invited Eastern's English Language Institute (EELI) students to visit the Estill County Alternative School to enjoy the Caney Creek Center for the Arts productions of "Miss Cora and the Moonlight School" and "Faces of Kentucky."

Following the productions, the Estill County Students and the EELI students played basketball together, working up real appetites for the pizza feast which was next on the schedule. The students enjoyed getting to know on another in this informal time playing basketball and lunching together and made many new friends.

After lunch EELI students departed for a tour of one of Estill County's major industries, Carhart, while Estill County Alternative School students began an afternoon self-esteem workshop coordinated by the Caney Creek Center.

This event marked the second time that Destination Graduation/Eastern Kentucky University and the Estill County Alternative School have hosted the Eastern Kentucky University English Language Institute international students for special days of immersion in Appalachian culture through visits to Estill County. EELI will host its second event for the Destination Graduation/Estill County Alternative School students in early October.

Destination Graduation/Eastern Kentucky University is federally funded by the School, College, University Partnership Program.<<

Announcement to all EELI Instructors

To prepare for EELI activities of April 6 AND 7 --

Enlist Yoshiye's and Maria's help in all of the following:

Designate a
1) Decorating Committee
2) Shopping Committee
3) Menu Selection Committee - to decide on dishes to prepare
   Maybe all students representing their nationalities' cuisines will be on this Committee.
4) Food Preparation Committee
5) Clean up Committee - we need to replace all pots, pans, and dishes exactly as they were, especially for Home Meals. Also, chairs and tables need to be replaced a certain way - tables top to top and bottom to bottom, for example, and chairs stacked down at an angle not atop each other. Also, Rick prefers that we use sticky putty instead of tape to display posters.
6) Entertainment Committee

APRIL 6

During the morning instructors and students will shop for food items.

At 1:00, we meet in the BSU kitchen to prepare the food.

We will store the food overnight in the refrigerators of Burrier. The Chair of Human Environmental Science has a class that ends at 4:45, and she will be in her office Burrier 102 from 4:45 until about 5:00 to unlock the kitchen to let us place the food in the refrigerators. If the students finish cooking earlier, before 4:30, someone in her office can let us store the food, but if it's later, Dr. Willis will open the kitchen for us.

That night between 9:00 P.M. and 11:00 P.M. we will decorate the BSU Multipurpose Room, set up tables, and display the artifacts and posters students bring from home countries.

APRIL 7

Madison Southern students will arrive about 8:45 and will go to the Weaver Dance Studio, where Dr. Marianne McAdam will teach line dancing to both groups - EELI and MSHSers.

MS students may want to stop by the bookstore for a few minutes before coming to the BSU Multicultural Room by 10:15 or so.

EELI students will perform presenting the Multicultural Program of Entertainment before we eat about 11:30.

There should be time for interaction as the MS students look at tables of displays. Some Japanese girls should plan to teach origami at the end of the program before lunch. Maybe an EELI host at each table to converse with the others is a good idea.

We should be at the Planetarium at 1:00. All the EELI students should go to the Planetarium show, then return to the BSU for clean up.

High school students step into new cultures, languages

EELI Program students teach dances, origami

By Janna Gillaspie
Activities editor

Students from Madison Southern High School gathered last week in the Weaver Dance Studio to line dance with students from the EKU English Language Instruction Program (EELIP).

The two groups have met for several years as part of a cultural exchange to learn about each other. EELIP's purpose is to help international people learn English and the American culture.

During the meeting, dance instructor Marianne McAdam taught the high school and international students country line and other dances such as the Cotton Eyed Joe and an Israel folk dance.

Students from Columbia and Venezuela showed the high school students how to dance the vallenato, the salsa and the merengue.

Saudi Arabian students demonstrated authentic dances and dress, while Fawaz Al-Saud taught the students how to count from one to 10 in Arabic.

A Korean student dressed in traditional Korean clothes detailed some of the unique traditions and history of the Korean lifestyle.

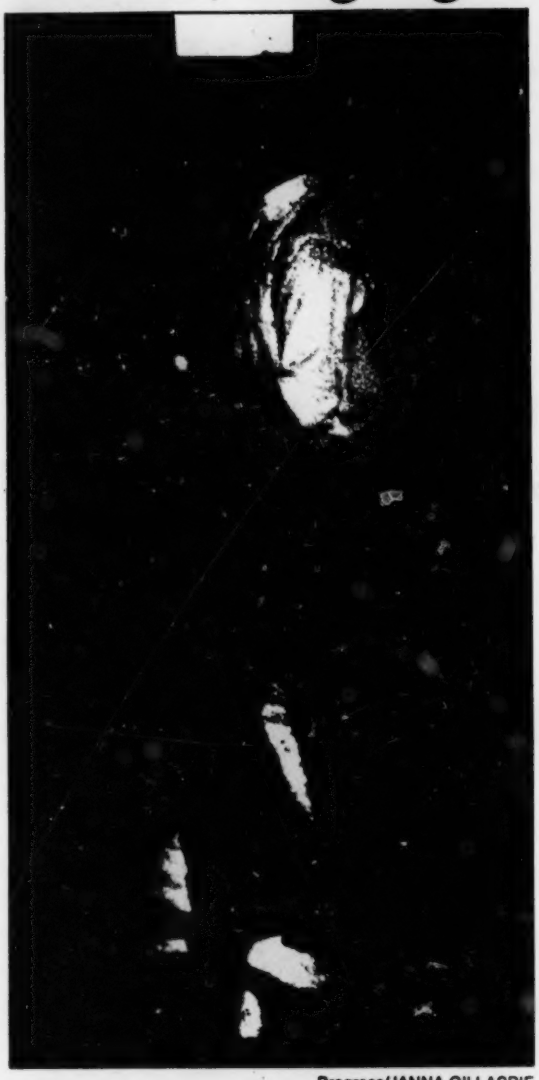
Japanese students taught everyone how to say words and phrases in Japanese and how to make and origami, meaning folding paper, cranes.

Joy Allameh, a professor in the English department and an instructor in the EELI program, said the students of Todd Moberley's high school social studies class have been coming to visit the students of the program for several years.

Later, the students of the EELI program will go to Madison Southern High School to learn more about life in America.

"It's a real interactive, communicative type of learning experience," Allameh said.

The program is a non-credit program, administered by the Division of Special Programs, aimed toward helping international students learn English as a second language.



Progress/JANNA GILLASPIE

Javier, from Columbia, and Lilly , from Venezuala, demonstrated how to do the sasla. They also showed the students how to do the vallenato and the merengue.

The program also helps the students become better oriented with American culture. The students in the program attend classes Monday through Thursday, said Allameh, and go on a cultural excursion every Friday.

Gale Moore, assistant director of special programs, said the program has existed at Eastern for five years.

The program is a seven-week intensive session that offers five sessions throughout the year — two in the fall, two in the spring and one in the summer.

Each session's enrollment averages about 25 students, the majority of whom are there to learn English and American culture so they can enroll in a university in the United States, Moore said.

For more information about the EKU English Language Instruction Program, contact the Division of Special Programs at 622-1224.

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